

SPECIAL EDUCATION (SPED)

SPED-503 EVAL & MEAS FOR INCLUS EDUC (3 Credits)

This course examines the functions and uses of various models of assessment, including assessment for determination of services, instructional decision-making and program improvement. Formal and informal assessments will be reviewed, along with development of assessments and progress monitoring. In this course students refine data analysis skills. Course requirements include field work applying differentiated assessment, professional writing and advocacy.

SPED-504 COLLAB BEHAV SUPPORT & TRANS (3 Credits)

This course addresses social and behavioral supports for students with disabilities through collaborative models such as restorative justice. Students will explore contemporary and culturally-responsive models of school-wide and individualized behavioral supports. Students will examine the impact of social, emotional, linguistic, physical and aesthetic development learning in early childhood, childhood, and adolescence. Students learn to design environments that are supportive of all learners at varying developmental levels and to prepare those learners for transition to post-school contexts. Creation of alliances with paraprofessionals and colleagues and provision of mutual academic, social, emotion, and technical support systems, including co-teaching, are examined within the framework of building relationships to strengthen the school, family, and community.

SPED-510 INST DESIGN & STRATEGIES (3 Credits)

This course prepares educators to design and deliver differentiated instruction to meet the needs of students with disabilities in inclusive classrooms. Students will learn to collect and analyze learner outcomes data to inform instruction, develop developmentally appropriate curricula and assessments with special emphasis on literacy instruction and assessment for students with reading disabilities, autism, and English Language Learners. Students will also identify research-validated strategies for teaching learners with a wide range of exceptionalities, including those with autism, reading disabilities, significant disabilities, and those students who have experienced trauma. This class includes a 15-hour internship experience.

SPED-511 FOUNDATIONS OF INCLUSIVE EDUC (3 Credits)

This course examines, the social, philosophical, historical, legal and political foundations of special and inclusive education, from disability studies and multicultural perspectives. Students will explore the impact of culture and place, varied exceptionalities, such as learning disabilities, autism, and significant disabilities, English language learners, as well as exposure to traumatic events on student learning. Students will also explore home, school and community relationships and the structure and roles of education. Students complete a field-based research project in this course, with the support of the instructor.

SPED-515 TECHNOLOGY FOR INCLUSIVE EDUC (3 Credits)

The use of instructional and assistive technology to support student learning is critical for effective inclusive classrooms. This course focuses on technologies to enhance the education of students with disabilities, supporting students with disabilities in literacy and STEM, and assistive technology at school, home and in the community. Requirements include assessment of assistive technology needs, incorporating assistive technology into IEPs, and resources for funding assistive technology. Students collect and analyze data in a field-based project to inform decision-making.

SPED-575 CRITICAL ISSUES INCL ED & DIV (3 Credits)

This course is designed to allow for exploration of current issues in education and special education. Students will investigate critical issues that impact the placement, educational experiences, and community outcomes for students with a wide range of exceptionalities.

SPED-590B EXT PRACT FOR BIRTH-GRADE 2 (3 Credits)

The extended practicum experience consists of 250 hours of teaching students with disabilities in the role of the special education teacher and is divided into two components, field experience and practicum. Field experience consists of 70 hours working in early childhood settings (B-2) prior to the practicum. The practicum is the culminating experience and consists of 180 hours teaching under the guidance of a mentor teacher who is certified to teach students with disabilities at the Birth - 2 (Early childhood) level. Students MUST complete one of these experiences at the Birth - K level and the other at grade 1-2. Students are expected to apply developmentally appropriate differentiated instruction to meet individual needs, develop both long and short-term plans to implement curriculum, use technology to enhance instruction, develop and administer appropriate assessment strategies, provide instruction and monitor progress for IEP goals, organize and manage the classroom environment and exhibit the characteristics and ethics of a professional special educator.

SPED-590C EXT PRACT FOR GRADES 1-6 (3 Credits)

The extended practicum experience consists of 250 hours of teaching students with disabilities in the role of the special education teacher and is divided into two components, field experience and practicum. Field experience consists of 70 hours working in childhood settings (grades 1-6) prior to the practicum. The practicum is the culminating experience and consists of 180 hours teaching under the guidance of a mentor teacher who is certified to teach students with disabilities at the 1-6 (Childhood) level. Students MUST complete one of these experiences at the 1-3 grade level and the other at grade 4-6. Students are expected to apply developmentally appropriate differentiated instruction to meet individual needs, develop both long and short-term plans to implement curriculum, use technology to enhance instruction, develop and administer appropriate assessment strategies, provide instruction and monitor progress for IEP goals, organize and manage the classroom environment and exhibit the characteristics and ethics of a professional special educator.

SPED-590G EXT PRACT FOR GRADES 7-12 (3 Credits)

The extended practicum experience consists of 250 hours of teaching students with disabilities in the role of the special education teacher and is divided into two components, field experience and practicum. Field experience consists of 70 hours working in middle/secondary settings (grades 7-12) prior to the practicum. The practicum is the culminating experience and consists of 180 hours teaching under the guidance of a mentor teacher who is certified to teach students with disabilities at the 7-12 grade level. Students MUST complete one of these experiences at the 7-9 grade level and the other at grade 10-12. Students are expected to apply developmentally appropriate differentiated instruction to meet individual needs, develop both long and short-term plans to implement curriculum, use technology to enhance instruction, develop and administer appropriate assessment strategies, provide instruction and monitor progress for IEP goals, organize and manage the classroom environment and exhibit the characteristics and ethics of a professional special educator.

SPED-600 CAPSTONE RESEARCH IN INCL ED (3 Credits)

This course requires participants to develop and defend an original research project to address a question related to education. Students will complete field work to collect and analyze human subjects data to address their research question. Students will support their research with a review of relevant peer-reviewed literature and present their research with the submission of a written paper and public presentation of findings.